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ABSTRACT

This lesson plan on Romania and Bulgaria could be adapted for various grade levels and ability groups. Topics addressed include cultural diversity, the period of Soviet control in the region and its lasting effects, factors contributing to political instability, the current attempts to move towards a market economy, and traditions and customs affecting economic change. The lesson corresponds to a slide presentation developed for the Fulbright Hays Summer Seminar Abroad Program. (EH)

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by

Jack Kirtland

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October 16, 1996

Hello from Baltimore, Maryland,

Just a short note to say hi to everyone at the Fulbright House. I miss all of you and want you to know what a wonderful experience I had with you in Romania this past summer. I hope this finds everyone in good health and spirits.

I have already given one presentation in the community and I am hoping to give one soon to the faculty at my school. All of my slides and pictures turned out great and I had a wonderful time going through all of them and reminising about the many things that we did.

The entire program was a success and you all are to be congratulated on a job well done. I have already recommended the program to my friends and I know that next summers program will be just as successful.

Again, thanks for such a great educational and cultural experience. I will continue to keep in touch with many of the people that I met and all of you have an open invitation to call me whenever you get to the United States. If you are in Washington, D.C., or close to Baltimore please call me.

Best wishes to each of you and continued success in all that you do.

A Friend,

Jack Kirtland

Jack Kirtland

Presented by : Mr. Jack Kirtland
September, 1996

BULGARIA AND ROMANIA:
Geography and Economics

A Lesson Plan:

I. QUESTION: In what ways does geopgraphy play a role in the economics of Bulgaria and Romania?

II. OBJECTIVES:

1. Students will comprehend the geographic composition of Bulgaria and Romania.
2. Students will analyze and draw conclusions about various aspects of the economy in realtion to the geography of Bulgaria and Romania.

III. MATERIALS:

1. A globe and maps of Europe, Bulgaria, and Romania.
2. Background readings on Bulgaria and Romania.
3. Slides of Bulgaria and Romania.
4. Activity maps, and analysis and conclusion resource sheets.

IV. STATEGIES:

1. A drill will be used, asking students what they know about Bulgaria and Romania. This can be done as a discussion. The teacher will write the student's responses on the board or on a transparency.

2. Using a globe, ask a student to locate Bulgaria and Romania. Ask -

   A. What other places are around these two countries?
   B. How would you tell some one where these two countries are located?

3. Use a large map of Europe and locate Bulgaria and Romania again, emphasising the previous questions and answers.

4. Display a large relief map of just Bulgaria (have one of Romania ready as well), and distribute the desk top resource maps of Bulgaria.

A. Direct the students to locate and label major cities, mountains, rivers, the Black Sea, and any other geographic areas of importants.

B. When students have completed the Bulgarian map, distribute the Romanian maps and repeat step A. (display the large relief map of Romania).

C. With both maps completed, ask -

   a. In what ways might the physical geography of these two countries divide these nations into various areas? (cultural, economic, climate, populaton, etc.)
   b. How might the economies in these areas be different? Write the student's responses on the board or on a transparency.

5. Distribute the background readings. These should include: population figures, climate data, elevations, and other various items that will help the students develop more information to aid them in analyzing the question and to draw conclusions. Ask -

   A. How might this information help us better understand some factors about the economy?
   B. What things about the economy can't we understand from this information and why not? Write the student's responses on the board or on a transparency.

6. Distribute the analysis and conclusion sheets, and show the slides, which will cover - *

A. Physical geography	D. Tourism
B. Agriculture	E. Foreign investment
C. Industry	F. Trade

   * Direct students to list topics B-F on the top or bottom of their analysis sheet.

a. As the students view the slides, have them complete the analysis sheet. They are to develop their own answers. (The teacher will inform the students in which country the slide is from) Students are to number each slide as they are viewed, and -

- Describe what they see and note the country (box #1)

- Suggest the geographic area being viewed (box #2)

- Give a reason why they chose the geographic area (box #3)

- Suggest the economic topic that the slide represents, B through F (box #4)
{ multiple answers may be given}

b. Review each slide and have the students discuss thier answers. Provide the students with the correct information for each slide.

V. SUMMARY AND ASSESSMENT:

1. Direct the students to express their ideas and opinions about an answer to the question. Also, prompt students to include their feelings about the overall economic conditions in Bulgaria and Romania. Write the student's responses on the board or on a transparency.

2. Direct the students to write a concluding statement, on the back of their analysis sheet, about the question and the economies of both countries by using the responses that they have provided.

NOTES:

This lesson can be adapted to geography, economics, political, social, and historical units of study. The Lesson can be modified to be presented at any grade or academic level. It may also be used as an introduction into other quesitons that could address various topics such as, cultural diversity, the period of Soviet control and its effects, factors contributing to political instability, the current attempts to move towards a market economy, and traditions and customs and how they affect economic change.

Current maps and other materials can be acquired through texts, tourist agencies, embassies, and various distributors. If slides are not available, pictures, post cards, and other similar materials can be substituted.

ANALYSIS SHEET

SLIDE & COUNTRY	GEOGRAPHIC AREA
REASON FOR CHOICE	ECONOMIC GROUP